



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Presque Isle High School

SAU: RSU 79/MSAD 01

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2011-2012 NCLB Report Card



School: Presque Isle High School
SAU: RSU 79/MSAD 01
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	127	125	98	50	50	47	10	41	28	22	123	2	
	2010-2011	138	137	99	51	51	50	5	46	27	22	137	0	0
Female	2009-2010	62	62	100	45	45	49	8	37	32	23			
	2010-2011	60	60	100	55	55	54	3	52	28	17			
Male	2009-2010	65	63	97	56	55	46	11	44	24	21			
	2010-2011	78	77	99	48	48	46	6	42	26	26			
Caucasian/White	2009-2010	121	119	98	49	48	48	9	39	29	22			
	2010-2011	131	130	99	52	52	51	5	47	26	22			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	4	4	100			42							
	2010-2011	2	2	100			45							
Asian or Pacific Islander	2009-2010	2	2	100			41							
	2010-2011	4	4	100			51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	51	50	98	42	41	31	6	36	26	32			
	2010-2011	52	52	100	37	37	34	2	35	38	25			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	19	19	100	16	15	16	<1	16	32	53			
	2010-2011	22	21	95	14	14	17	<1	14	14	71			
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Presque Isle High School
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Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	127	125	98	51	51	45	4	47	30	18	123	2
	2010-2011	138	137	99	47	47	49	3	44	31	22	137	0
Female	2009-2010	62	62	100	45	45	43	2	44	29	26		
	2010-2011	60	60	100	50	50	47	<1	50	28	22		
Male	2009-2010	65	63	97	57	56	47	6	51	32	11		
	2010-2011	78	77	99	44	44	51	5	39	34	22		
Caucasian/White	2009-2010	121	119	98	50	50	46	3	47	30	19		
	2010-2011	131	130	99	47	47	50	3	44	31	22		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	4	4	100			40						
	2010-2011	2	2	100			36						
Asian or Pacific Islander	2009-2010	2	2	100			51						
	2010-2011	4	4	100			62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	51	49	96	37	36	28	4	33	37	27		
	2010-2011	52	52	100	31	31	31	<1	31	38	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	19	19	100	5	5	14	<1	5	37	58		
	2010-2011	22	21	95	5	5	15	<1	5	14	81		
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	138	136	99	46	46	44	5	41	26	28	136	0														
Female																											
	2010-2011	60	59	98	39	39	40	2	37	29	32																
Male																											
	2010-2011	78	77	99	52	52	48	8	44	23	25																
Caucasian/White																											
	2010-2011	131	129	98	47	47	45	5	42	26	27																
African American/Black																											
	2010-2011	0	0				19																				
Hispanic																											
	2010-2011	2	2	100			37																				
Asian or Pacific Islander																											
	2010-2011	4	4	100			49																				
American Indian or Native Alaskan																											
	2010-2011	1	1	100			26																				
Economically Disadvantaged																											
	2010-2011	52	51	98	27	27	29	2	25	37	35																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	22	21	95	5	5	14	<1	5	24	71																
Limited English Proficient																											
	2010-2011	0	0				10																				

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100	96	51	51	49	100	100	96	49	49	47	88	88	83
Caucasian/White	100	100	96	51	51	50	100	100	96	49	49	48	89	89	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	67	67	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	67	67	67
Economically Disadvantaged	100	100	94	40	40	33	100	100	94	34	34	30	78	78	71
Students with Disabilities	*	*	91	15	15	17	*	*	91	5	5	15	75	75	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Presque Isle High School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	25	3	9	0	2	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.